

The Development and Innovation of Teaching Chinese as a Foreign Language under the New Situation

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Abstract: Nowadays, the lessons on teaching Chinese as a foreign language tend to be cramming, with the characteristics of constant input of the teachers, students as listeners in most occasions and single assessment mode. The quality-oriented education raises questions and challenges to this sort of educational model. The essence of education is not to regulate individuals, but development. It inspires us to generate our own thoughts rather than memorize thoughts of others. How to guide students to participate in the process of teaching, actively leverage their learning initiative, and reflect the value of practical teaching of applied courses, are what we need to consider next. Based on what mentioned above, the article mainly discusses some problems in the current lessons on teaching Chinese language as a foreign language and assessment, aiming to propose some suggestions and countermeasures.

1. Introduction

The teaching of Chinese as a foreign language has always attracted much attention, and the development of college teaching has always advocated not simply instilling knowledge, but learning to create, not sticking to the classroom but entering life. Under the requirements of curriculum reform standards, our education model is no longer cramming teaching, but a new teaching model--giving a man a fish, and you have fed him for today; teaching a man to fish, and you have fed him for a lifetime, which requires our teachers to continuously innovate and change the education model, so that students can truly achieve the unity of knowledge and action in the process of learning, rather than the traditional sense of thinking highly of scores. As educators, we should actively respond to national guidelines and policies, constantly give full play to students' subjective initiative, tap more of their potential, truly cultivate high-quality talents for the society, and use a variety of ways to combine teaching evaluation, so as to change the traditional single assessment mode and reflect the practical teaching value of application-oriented courses. The traditional teaching of Chinese as a foreign language is teacher-oriented, there is a certain duplication and overlap in the content of the teaching materials, the teacher does not carry out more course design in the teaching link, so the activity design of the class is less, the rhythm of the whole lesson is that the teacher conducts a single teaching, the students take notes to list, the cramming teaching mode is produced, failing to highlight the main position of students' learning, if the course content itself is obscure, this single course design will only aggravate students' antipathy[1]. It even makes students feel a sense of boredom.

2. The Main Problems in Teaching Chinese as a Foreign Language

According to what mentioned above, the main problems in teaching Chinese as a foreign language can be concluded from the following aspects.

2.1 The Teaching Mode Focusing on Initiation rather than prioritizing the Initiatives of Students

The traditional Chinese as a foreign language evaluation method is single, and the teaching mode is conservative. It is still the teaching mode of many colleges and universities. More teachers tend to be responsible for teaching. The students' task is to listen to the lectures and take notes. The ultimate goal is to pass the final exam. Many students even deal with everything influenced by the idea that all are fine with pass[2]. Overly focusing on students' exam results while neglecting their exploration and desire for knowledge in the learning process is also contrary to the quality education concept that China has begun to implement. In the process, students' professional skills did not truly improve, instead of becoming like exam-oriented machines. This teaching standard no longer meets the comprehensive talent cultivation model of the new century, and what students lost in the process of mechanically handling exams is more valuable thinking ability. In this traditional teaching approach, teachers unilaterally lecture, or even lecture in a scripted manner, which makes students feel that the process of learning Chinese is boring and boring, thus losing their interest in further exploration. In addition, the language facts listed in the teaching are usually confined to books, limited to written language, separated from life, and students cannot apply what they have learned.

2.2 Single and Insufficiently Innovative Assessment System

The assessment of teaching Chinese as a Foreign Language in higher education institutions is not only a semester verification of students' mastery of professional knowledge, in order to ensure the quality of college student training, but also a measurement of the teaching effectiveness of teachers. The traditional and consistent classroom assessment method uses the final closed book exam as the assessment standard, which is commonly referred to as "Giving the decisive word", ignoring the transformation of students' thinking methods and the cultivation of their abilities during the learning process, and unable to comprehensively evaluate their overall performance[3]. Usually, most exam subjects are conducted in a closed book format, with a 100 point scoring system. Throughout the entire semester of learning, there are also certain issues with the assessment methods used in classroom teaching.

Many teachers do not record students' daily grades in detail or assign homework in a timely manner during the teaching process, and many subjects do not have mid-term exams set up. They only evaluate students' performance throughout the semester based on their final exam scores. This is not fair for students who study diligently but perform poorly in the final exam. There may be a small number of students who experience anxiety and tension before the exam, which may result in their final grades not reflecting their true level; Some teachers, in order to avoid the trouble of retaking or retaking exams, have the phenomenon of assigning key points and scope before the exam, and leak the exam questions to students in advance. Many students will also achieve corresponding high scores through temporary cramming, which is unfair to students who usually study hard and receive high scores. Learning has truly become working for scores, and after completing the relevant knowledge points, they will forget everything. There has been no improvement in learning ability.

2.3 Learning not Integrated with Practice

In the course of student learning, there are very few opportunities to end up combining theory and practice. Although many times the school has arranged opportunities for practice, many colleges and universities will cooperate with some foreign universities, you can go to Confucius Institutes, etc. for experience, but many graduates' development ambitions are not this, there are other career plans, so many students are also perfunctory, cannot apply professional knowledge to practice well, resulting in the middle knowledge chain of faults. Classroom teaching should be closely integrated with practical links, which not only has the continuity of assessment, helps students better understand the content of professional courses, but also promotes the innovative spirit of college students. The poor practical ability of college students has become a common concern in society, which is closely related to the talent training model of colleges and universities. Many colleges and universities still only take students' academic results as an important basis for assessing whether they are qualified, and even if students' grades have been quantified as credits, students' practical ability is not included in the credit system [4].

3. Suggestions for Solving Problems in Teaching Chinese as a Foreign Language

In view of the problems that arise in our teaching process and assessment methods, we can make appropriate corrections, innovate teaching methods, and pay attention to the reform of assessment and evaluation, so as to essentially improve the overall quality of students. The specific methods are mainly reflected in the following aspects:

3.1 Optimizing Curriculum Design and Highlighting the Central Status of Students

Any curriculum is designed based on the needs of students and society, and the purpose of our education is not to cultivate a group of test takers, but to train professionals with equally strong thinking and practical skills. In the process of our teaching, we optimize from the aspects of teaching goals and objectives, teaching materials, teaching process, teaching test and evaluation, etc., to fully mobilize students' main body to think innovatively, tap their original knowledge and experience, and assimilate and conform to the laws of education and teaching in practice. At the same time, we should make full use of the combination of modern multimedia and online and offline teaching mode, through the course training students to complete the transformation and upgrading of educational technology, such as allowing students to polish PPT and learn to use micro-course recording, etc., which is a key link that can fully reflect students' self-initiative ability, emphasize curriculum design to increase research, innovation, comprehensive content, increase students' learning investment, scientifically increase the difficulties, so that students can experience the learning challenge with efforts. Traditional teaching is carried out according to the model--teacher asking and students answering, which is difficult to stimulate students' interest. Teachers can change the teaching model to an opposite model--students asking and teachers answering. Scientist Albert Einstein once said, "Asking a problem is often more important than solving a problem." [5] Students ask difficult questions in class to let students know what they don't understand and where they need to learn, so as to realize the transformation of "what teachers want students to learn" into "what students want to learn". In this way, students' psycho-emotional growth and personality development.

In traditional teaching, the final exam is conducted in the form of a closed-book written examination, and it is common for the system of finalizing by one test. Through a series of evaluation reform methods, the full use of information technology has effectively improved the scientificity, professionalism and objectivity of evaluation, such as ordinary grades, attendance,

classroom performance, homework display, student mutual evaluation to promote knowledge consolidation, etc. Improve outcome evaluation and strengthen process evaluation. The specific method is mainly embodied in: first, the traditional simple homework is raised to the height of the work, and each work is submitted to the teacher for grading after repeated thinking and consultation with the teacher when they reach their most satisfactory state, and the revision process of the work is included in the evaluation. Second, integrate the final exam into a real, all-staff competition, which can be presented in many forms for different subjects, completely changing the situation of a paper to set grades, so that students can clearly understand the goal of curriculum learning from the beginning of the school year to present what they have learned through the competition.

3.2 Increasing Classroom Activities and Innovating Assessment System

Although the teaching materials are established, the design part of the classroom activities can be grasped by the teacher, in order to change the traditional "one word" model, teachers must work hard in this link, which is also an important prerequisite for achieving good teaching results. Traditional teaching believes that university teaching is a serious atmosphere, so many times the learning atmosphere of students is more depressed, and the so-called "Learning by playing" belongs to the primary school classroom. In fact, as a qualified teacher, he or she should create a relaxed and pleasant learning atmosphere for students by using many ways to mobilize the classroom atmosphere, such as scenario method. When teachers are in a certain link of Chinese teaching, they can let students play role for the way to have a deeper understanding of the knowledge point. Classroom interactive links are conducive to cultivating students' personalized learning and independent learning, as well as cultivating students' division of labor and teamwork. Teachers should learn to fully let students do by themselves, just as a babbling child walking with the help of adults is easy to fall, letting go of his hand will give us more surprises, therefore, teachers should strengthen the focus of this link on the basis of lesson preparation, so that students can really learn in a relaxed and pleasant learning atmosphere.

By replacing the teaching mode of "one test to determine the tone" through interlocking competitions, the traditional evaluation method has been changed and has produced extremely far-reaching significance [6]. In the face of the traditional examination mode, students may lack enthusiasm and initiative to learn, and mechanically memorize according to the key points outlined by the teacher. However, the assessment method used by the "Race Test" requires them to study carefully and flexibly use each knowledge point, and take the initiative to lay a good knowledge foundation in accordance with the assessment standards. In order to have a good performance during the on-site demonstration, win honors and achieve results, the student union actively conducts teamwork and mutual help after class, which greatly improves students' enthusiasm for learning. At the same time, it can apply the theoretical knowledge learned in the classroom to the specific teaching practice, improve the quality of classroom teaching, and turn the classroom into an arena. For students, they can objectively display the skills they have learned in the arena, master professional skills in learning and practice, improve their comprehensive quality, and then improve their learning efficiency [7]. For teachers, from the traditional mode of writing, marking and grading to today's on-site observation, grading and commenting, teachers can see the teaching results more intuitively under the stage, think in the view, change in the thinking, constantly improve the teaching mode, and finally achieve the purpose of improving the quality of talent training.

In traditional teaching, the use of scenario teaching can effectively mobilize students' enthusiasm for learning, stimulate interest and improve teaching effects. Generally speaking, after explaining the key points and difficulties of teaching, let students discuss or perform in groups on the theme

and issues related to the theme, which can not only activate students' thinking, but also cultivate students' ability to speak [8]. We must change the single activity mode of "teacher question, student answer" in the classroom to "teacher question and student answer; Student Q&A and teacher Q&A; Student Ask & Student Answer" to increase opportunities for student expression in limited classroom time. A good teacher should create as many communication opportunities as possible for students to develop their communicative skills, not to communicate in their place.

By revolutionizing assessments, students no longer take exams for exams' sake. Before the reform of the assessment model, the phenomenon of pre-exam raids was very serious, and every few weeks before the final exam, the previously uncrowded libraries and study rooms would be overcrowded. Students' efforts are not usually used, but only a week before the exam, or even two or three days before the exam. The main reason for this lies in the content of our test papers. The content of the test paper is too theoretical and book-based, and there are many test questions that copy the content on the book notes as it is, and replace it with fill-in-the-blank questions, noun explanations, short-answer questions, etc. Some teachers will also give students the focus on the teaching materials before the exam, so that students usually do not need to work, just need to memorize the teacher's range before the exam, and still get good results. Over time, students' learning initiative will also be severely dampened. Therefore, in order not to discourage students' initiative in independent learning and prevent the occurrence of pre-exam surprise phenomena, it is necessary to start by reforming the content of the test paper and reduce the proportion of theorized and book-based test questions in the test paper.

Change the traditional single assessment mode, carry out bold innovation of teaching concepts, abandon the solid state of traditional assessment methods, be brave to innovate and flexible assessment methods, apply theory to practice, and feedback the experience in practice to theoretical learning, deepening students' understanding of theory, at the same time, teachers also observe and summarize existing problems in the teaching process, improve teaching strategies in a timely manner, ensure that this interlocking becomes a virtuous circle, and help students achieve good results in the final assessment. This is also the real significance of teaching, and it also provides a certain reference for subsequent teaching.

3.3 Emphasizing Practice and Strengthening Practical Cooperation

The school can strengthen the deep cooperation with social enterprises, strengthen the contact with Chinese as a foreign language institutions, and combine the first-line teaching practice of enterprises and various Chinese as a foreign language institutions to learn and create practice opportunities that meet the needs of students' development. At the same time, the school can invite enterprises and external teaching instructors to give special lectures to students, comprehensively and meticulously polishing how to conduct exams for various career development projects, helping students not only realize the need for serious effort to complete course learning, but also achieve success in learning[9]. Through the final practice demonstration, or practical training operations, students can comprehensively enhance their sense of learning achievement.

In traditional teaching, final exams are conducted in the form of closed book written exams. In our reformed teaching process, we have utilized a series of evaluation reform methods, fully utilizing information technology, and effectively improving the scientificity, professionalism, and objectivity of evaluation. How to stimulate students' interest in learning to the greatest extent, so that they can truly learn and effectively combine theoretical knowledge with practice, teacher guidance is particularly important. The most obvious manifestation of this is how to implement classroom settings and final assessment methods. It can be said that teachers grasp the overall development context. So how to adopt reasonable and effective teaching methods to impart

students' knowledge and skills, so as to effectively enhance their professional abilities. On the one hand, it allows students to experience the entire process of teaching implementation while learning theoretical knowledge, and on the other hand, it also integrates various employment standards for enterprises and institutions, achieving a seamless connection between theory and practice, making our quality education no longer a mere talk. The level of practical teaching is related to the overall quality of teaching, and universities must attach great importance to practical teaching as they bear the heavy responsibility of talent cultivation [10]. By strengthening the importance and management of practical teaching in schools, enriching practical teaching content, reforming practical teaching methods, and strengthening the construction of teaching staff, we continuously improve the quality of practical teaching and ensure the quality of applied talent cultivation.

The goal and direction of the development of our universities should not be to cultivate a group of candidates who only have high scores, but should be application-oriented universities. They should cultivate application-oriented talents with skills to succeed and serve the country, and focus on the practical mastery and application of students' employment skills. The traditional education model focuses on theoretical teaching and cannot effectively cultivate students' employability. The reformed teaching mode allows students to do while learning, think while doing, and comprehend the truth while thinking [11]. Only in this way can the students truly meet the needs of society and their positions.

At present, there are certain shortcomings in the classroom teaching and assessment methods commonly used in Chinese as a foreign language subjects in universities, such as deviations in teaching concepts. How to carry out innovation depends on the subject, and different subjects have different innovation methods. Only through innovation can students' abilities be fully reflected, comprehensively promoting their mastery of professional knowledge and application ability, and better promoting their innovative development, The role of motivating teachers in classroom teaching[12]. Through the reform of assessment methods extending from the classroom to the end of the semester, the continuous promotion of teaching concepts, the promotion of process based teaching, the combination of classroom and practical teaching, and the combination of employment for assessment; Individualized assessment reform based on different subjects can comprehensively enhance students' subjective learning initiative, innovate practical abilities, stimulate teachers' teaching enthusiasm, and cultivate high-quality talents with comprehensive development for the country and society[13].

4. Conclusion

With the deepening of opening up to the outside world, the education of Chinese as a foreign language has developed rapidly. Classroom teaching is still an important part of Chinese as a foreign language at this stage. However, in education and teaching, it is easy to overlook students' initiative, ignore their own differences, and lack innovative thinking. Therefore, in specific teaching, it is also necessary to consider the application of reasonable and effective teaching models. Through the effective use of various technologies, we can truly achieve innovation in classroom teaching models, ultimately achieving dual improvements in efficiency and quality, allowing students to truly grow into high-quality talents with comprehensive development in the new century, capable of thinking, able to think, willing to think, and truly achieve the so-called "development of people", creating more social value.

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